

Indust. Miss.

# THE ALL-AROUND TRAINING OF THE HAMPTON CADET

LEROY C. COOLEY, Jr.

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A HISTORY CLASS AT FORT MONROE

## The All-around Training of the Hampton Cadet

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“**W**HAT do you expect to do after you leave Hampton?” was asked of a Hampton cadet. “I expect to follow the brick-layer’s trade and teach it if I get a chance. When I came to Hampton I wanted to be a prize-fighter but I have changed my mind since then.”

This young man had travelled a long journey during his six years at Hampton. The change in his mind did not come in a day and no one thing brought it about. The life at Hampton is a cumulative force in molding character. There are many things that enter into it. One of these is the lesson of the value of time. The school bells carefully measure the time and give it out in convenient packages, so to speak, for the student to use.

At a quarter past five “the ringing of the outside bell” begins the day. Breakfast is at six o’clock, on the principle that the early bird catches the worm. At seven, the day students gather for one hour of study, while the trade students and first-year boys go to their shops and other duties. At ten minutes before nine the day school gathers again and the session opens with prayers. A few verses of Scripture, either read by the leader or repeated by the students, a hymn, a prayer—this is the simple service which gives an earnest tone to all the work for the day.

Then comes the news class. The news of each day is put into a brief summary which Edward Everett Hale called the best newspaper

in America. This is posted at convenient places and for twenty minutes each morning and at other recitations during the day the current topics of present-day history are discussed. Everything possible is done to make the students feel the importance of real life. The arithmetic problems are gathered in the trade-school shops and from the model farm. History is taught out of doors on the historic ground which surrounds the school. The geography classes go to Buckroe Beach and other convenient places to study the action of wind and tide and the formation of harbors, capes and islands as they appear in the never-resting sands of Chesapeake Bay. The real thing is the only important thing at Hampton.

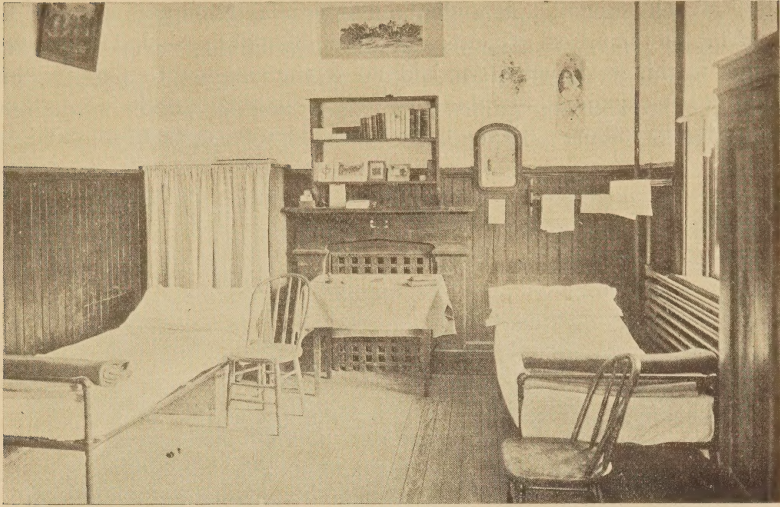
At noon the students form in line back of the church and march to dinner with colors flying and band playing. The battalion is made up of six companies. Two companies are composed of day-school boys; three of trade-school and night-school boys and one of Indians. Drill is conducted without fire-arms but this is no drawback, for the martial spirit of General Armstrong is still present. It is never forgotten that the Founder of the school commanded one of the first colored regiments enlist-



THE BATTALION MARCHING TO DINNER

ed in the American army. A West Point graduate stationed at Fortress Monroe gives regular instruction in all the details of military manoeuvres. An Officers' Court, constituted of student officers, considers cases of discipline and other questions of student interest. It is modeled after the plan in vogue in the regular army. Discipline however is not prominent. "Satan still some mischief finds for idle hands to do" but he has hard work to find the idle hands at Hampton. Expulsion follows what would seem small offenses elsewhere. The high standard of earnest living makes this strictness possible.

Each dormitory is put in charge of one of the older students who is held responsible for the care of the building, and also acts as a kind



THE ROOM OF A HAMPTON CADET

of older brother to keep order and look after the welfare of those who are under his charge. Every morning he makes a written report of affairs in his domain. Each boy takes care of his own room and the student in charge must see that everything is neat and tidy. On Sunday morning the principal and other officers of the school visit the boys in their rooms and give helpful suggestions and advice, as occasion may offer. By putting the buildings in their charge, by the Officers' Court and in many other ways responsibility is placed upon the students, who are thus made to feel that they belong to a co-operative community in which each must consider the good of all.

Hard work is Hampton's watchword. One of our Indian graduates said to his son when he started out for the school: "You need not expect that it is a palace. When you get to Hampton you have got to get up and dust." The hardest work produces the best results. Saw-mill boys and laundry girls earn the respect of their schoolmates. Besides the various trades and a small model farm on the grounds, the school owns the Hemenway Farm of seven hundred acres. This farm, better known as "Shellbanks," is about five miles from the Institute and furnishes opportunity for twelve or fifteen boys to get experience in farming, earning money at the same time to continue their studies. The hardest test ever given to any boy is to send him to Shellbanks. Here the hard work, early and late, makes trial of every power of endurance. In spite of the difficult toil of the long day they cheerfully attend the farm night school in the evening. Students who do well at this hard life are known ever after as "Shellbanks boys". Great things are expected of them. One of the many base-ball nines is named "The Shellbanks National League."

Self-support is taught not only through the military drill but also through self-respect. A student's first year at Hampton is spent in working on the school grounds and attending night school. He receives wages for his work, which are laid up in the treasury to pay for his next year's expenses. In this year he has time to decide what trade he wishes to follow. All the important trades are open to him and, in



A FOOT-BALL TEAM

addition, there is the house-building course which combines a fair knowledge of several. It is designed to develop the qualities of general usefulness, always so important in frontier life. When a student enters the day school, he has what, with great good humor, he calls his "work day". On this day he enters some department of the school and spends his time in work for which he is paid regular wages. In this way he adds to what he can save in the summer vacation and so is able to be self-respecting because self-supporting. He is not left however with the vain conceit that he pays for all he gets. Twice a year he writes a "scholarship letter" to thank the donor of his scholarship for the help which he has received.

The Saturday night side of Hampton life is very important. On that night there is no study hour and no night school. Instead, the evening is given over to all kinds of meetings and amusements. The gymnasium and the debating society each has its zealots. Marquand Cottage, where members of the band have their rooms, sends forth a bedlam of discordant melodies from thirty or forty different instruments. In the Wigwam a debate or an election takes place, teaching the Indian to use the ballot which one day shall be his. At other

times Winona Lodge, the Indian girls' building, opens her hospitable doors to the Indian boys for an evening of tableaux, or a debate, or a reading, or some other interesting program, and social gatherings are held in various places for the colored boys and girls. There is also what is called the "hospitality scheme." The young men are divided into groups of twelve and are "given" to different officers and instructors in the school, who invite them to their homes and give them a touch of home life, often so utterly lacking in large institutions.

On Thanksgiving Day there were two foot-ball games, a boat race, and twelve track events, as well as a base-ball and a basket-ball game played by the girls. This was all before half-past four o'clock, when a rain storm prevented other games which had been planned. There was no charge for admission, no visiting teams, no unnatural excitement, no valuable prizes, no newspaper reporters, but just plain good old-fashioned fun. A social in the evening gave much needed opportunity to talk over the events of the busy day. There are fourteen base-ball nines in the school at present. They are organized on the least provocation of rivalry and furnish opportunity for plenty of healthy sport. These teams take no trips to play ball far from home. An occasional visit to play against their schoolmates at Shellbanks is as far as they ever go.

After supper each day the whole school gathers in Cleveland Hall



IN THE WHEELWRIGHT SHOP

for a simple service of prayer similar to that of the morning. These daily prayers make religion an everyday matter. Learning by doing is as important in the religious life as anywhere else. The Young Men's Christian Association conducts a mission to the jail, while the King's Daughters visit the Dixie Hospital. Other "missionaries" visit the poor-house and still others hold meetings in cabins in the

neighborhood. The cabin workers come in touch with the peculiar community surrounding the school. Old soldiers and ex-slaves join the young men in their Sunday afternoon meetings, while little children play about the door or run around the front yard. In twos and threes the faithful cabin workers go out in all directions from the school like rays of sunlight. They carry in one hand a lunch basket for some "old sick body"; in the other, a Bible and a hymn book. At Christmas one of the cottages on the school grounds is established as a base of supplies and generous dinners go out to the needy. The practical side of the gospel is shown by visiting the sick and infirm on Sunday and going to their cabins on Monday to repair a chimney or mend a roof. Last year a complete new cabin was built by the "missionaries" and put up in place of an old one too dilapidated for further use.



A GROUP OF CABIN WORKERS

After evening prayers the day students go to study hour, while the work- and trade-school students go to night school. At nine o'clock the church tower chimes ring out the end of study time. At half-past nine the bugle sounds "taps" in front of each building, and another crowded day is ended. Lights go out and all is quiet until a quarter past five the next morning. The doctor hears few complaints of insomnia. Five or six years of this kind of life makes it possible for a boy to change his mind.

Is education for the Negro or Indian a failure? Not when it trains him to do well the things which need to be done.

Here is an extract from a recent letter about one of Hampton's typical, unheard-of graduates: "As to—he is indeed a good example of the "all-around man." He came to have the care of our boys, and

to teach music, as well as some other subjects. We soon found that he could take care of our little carpentry repair work and he was excused from class-room duties. The odd repair work grew into his taking all repairs, both large and small, on our twelve buildings, fitting all glass, making cupboards and cabinets. Then came the plumbing, which he took up, and now he carries all the work that comes up excepting bricklaying.

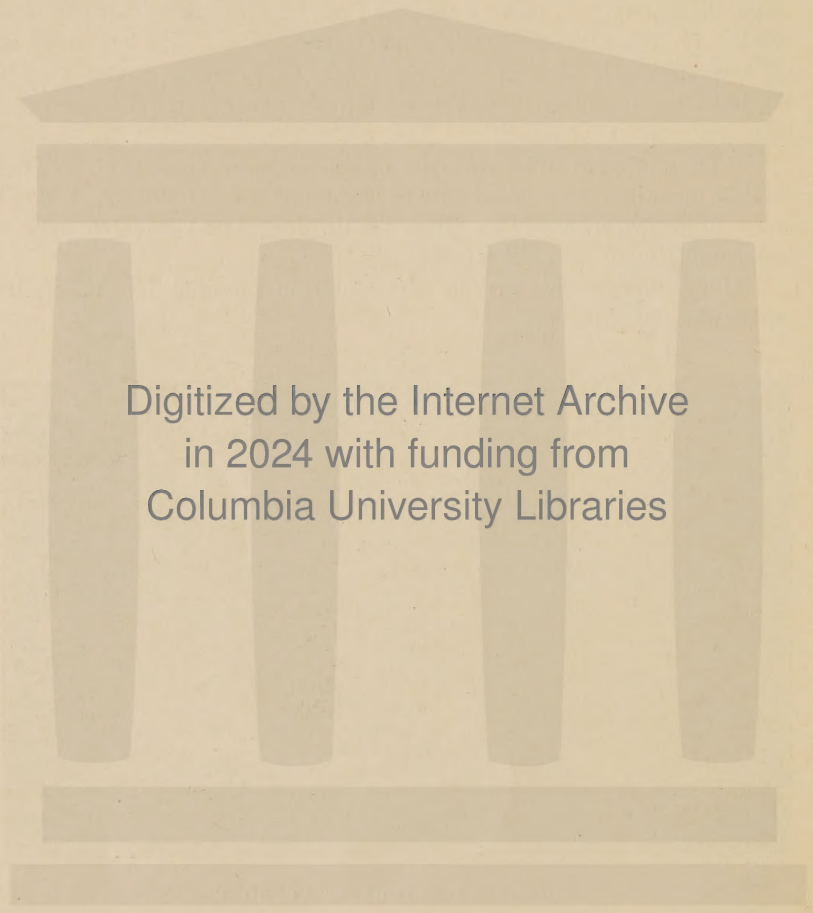
"His interest in all work made him go to Hampton to brush up on manual training, and now he teaches that, besides taking our practical work. He has just completed a new wagon-house. He has saved us all carpenter bills for over two years, most of the furnace and plumbing bills, and besides having the work done, has given our boys a real love and respect for labor."

"Do you want to be governor of the State of Virginia?" was the foolish question once asked one of our students. "No sir, I don't want to be governor of the State of Virginia, but I want to have a home and I want to make it happy."

Hampton not only makes this ambition possible but makes its realization possible also.



HAMPTON GRADUATES AT HOME



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**THE HAMPTON INSTITUTE**, situated near Old Point Comfort, Virginia, was founded by General S. C. Armstrong, in 1868, for the practical education of Negro youth. In 1878, Indians were first received.

It is not a government or a state school, but is a private corporation, controlled by a board of seventeen trustees, representing different sections of the country and six religious denominations, no one of which has a majority.

The object of the Institute is to prepare academic, industrial and agricultural teachers for the Negro and Indian races. Much stress is laid upon land-buying, home-life, and agricultural pursuits.

Besides the three-year academic and industrial courses, the school offers post-graduate courses in normal training, agriculture, trades, business methods, electricity and domestic science.

|                                                  |   |   |   |       |
|--------------------------------------------------|---|---|---|-------|
| Officers and teachers employed,                  | - | - | - | 80    |
| Number of students (Negroes, 918; Indians, 119), | - | - | - | 1,037 |
| Number of graduates,                             | - | - | - | 1,101 |
| Number of ex-students, not graduates, about      | - | - | - | 5,000 |

Since 1868, the school's graduates have taught more than 150,000 children in eighteen states in the South and West. Of the students who have been taught trades, seventy per cent are either teaching them or working at them.

Tuskegee, Calhoun, and other industrial schools for Negroes are outgrowths of Hampton, which was the pioneer in industrial education in the South and West.

The endowment fund of the Hampton Institute is one-fourth as large as is needed, being something over half a million dollars, and the school is obliged to appeal to the public for over \$80,000 a year for current expenses.

Its **special needs** are :—

|                  |   |                       |   |   |             |
|------------------|---|-----------------------|---|---|-------------|
| Endowment Fund,  | - | -                     | - | - | \$2,000,000 |
| Boy's Dormitory, | - | -                     | - | - | 50,000      |
| Scholarships:    | { | Permanent Academic,   | - | - | 2,000       |
|                  |   | Permanent Industrial, | - | - | 800         |
|                  |   | Annual Academic,      | - | - | 70          |
|                  |   | Annual Industrial,    | - | - | 30          |

Any subscription, however small, will be gratefully received and may be sent to ALEXANDER PURVES, Treasurer, or to the undersigned.

H. B. FRISSELL, Principal,  
Hampton, Va.

*FORM OF BEQUEST.*

*I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Virginia, the sum of \_\_\_\_\_ dollars, payable, etc.*

